

Perkins IV Planning Instructions for Locals

July 1, 2008 marks the beginning of the five year Perkins IV (P.L. 109-270) plan. The State Board signed the Perkins IV 5 year plan in March and the plan will be submitted to the federal Office of Vocational and Adult Education in April, 2008. We are now waiting for the feds to notify us as to the amount of Perkins funds available to each state. Until we have the final allocation MDOE has sent the secondary schools and MCCA has sent the postsecondary schools a draft allocation based on last year's funds. This is an estimate! The Perkins State breakout will remain the same, 50% to secondary and 50% to postsecondary CTE schools. Administration at the local level remains at 5%. (Administration at the postsecondary level is spent at the System level. There are no local Perkins administration funds for the colleges of the MCCA.)

The online grant will be open for FY09 on **April 18, 2008**. We will not have received the final figures from the federal DOE so we will use the estimated figures and update if we need to when the new figures come in. PLEASE UNDERSTAND THESE FIGURES ARE ESTIMATES. The grant will open up to FY09. To access the FY08 for yearend requirements you will need to click on the FY08 link in the top blue link bar. You will not be able to submit until we can populate the budget figures. FY09 grants are due on June 6 on the MDOE online grant system. The Postsecondary grants are due May 23 as they need to be approved by their system office before submission to MDOE

I have attached the draft timeline for the Perkins grant. We understand this timeline is extremely tight. We had no control over the federal timing but we still know this will be difficult to meet.

[See attachment B](#)

Unfortunately if you do not have your grant approved by July 1, 2008 you cannot spend the grant funds. In the past you could use local dollars and reimburse them with the grant funds when the grant was approved. The federal guidance we have received at several conferences has informed us that this is no longer going to be allowed.

Yearend requirements must be submitted and approved before any grantee is eligible for FY09 funds. The mid-year PPRs were due to MDOE on January 15, 2008. The financial yearend report and Annual PPR must be submitted to the Maine Department of Education by June 30 to accommodate the new timeline. The postsecondary recipients may have a different due date to enable the system office to review and approve before submission to MDOE. The yearend documents should be submitted on the online grant system. The secondary grantees are also required to hold advisory meetings and review and approve their live work policy and cooperative agreement yearly. Documentation of this review and approval in the advisory meeting minutes will meet this requirement. Please send minutes to Jan Cowan, Maine Department of Education, State House Station #23, Augusta, Maine, 04333

Major Changes in Perkin IV

[See attachment C](#)

There are many changes in the new legislation. Here are a few of the major ones:

Tech Prep

The Tech Prep funds have been rolled into the Title 1(c) basic funds and are going to be distributed using the basic grant funds formula as allowed by Perkins IV. Articulation between secondary CTE and postsecondary is still a Perkins IV requirement. The State plan requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting of articulation agreements, enhanced articulation agreements and program of study agreements.

Adult Education funding

In the previous Acts Adult Education received a percentage of the Perkins funds for CTE activities. Under the Perkin IV definition they no longer qualify as an eligible recipient. The 30 percent that was dedicated to Adult Education in the previous funding cycles has been added into the secondary and postsecondary formulas. Maine Adult Education may provide services to adults in collaboration with the Community College System and also through a range of adult education programs. The Department of Education encourages the Maine Community College System campuses to broaden their contractual relationships with adult education programs to form agreements leading to a certificate, diploma or associate degree.

Increased Emphasis on Academic and Technical Integration

Academic and technical integration *within program area or as part of a sequence of courses* is stressed throughout the act. The Performance indicators in the CAR report require that the NCLB math and reading percentages now be used to determine academic performance. Academic and technical integration is a theme throughout the act and is reflected in:

- ◆ the purpose,
- ◆ the required uses of funds in section 135,
- ◆ the development and requirement of one program of study and increased articulation requirements
- ◆ professional development to encourage academic and CTE teachers to collaborate and work together.

Increased Emphasis on Articulation

Articulation

Articulation is another important requirement in the Perkins IV legislation. The definition of articulation in the Perkins Act now requires a credit bearing component that was not required in Perkins III. Maine has defined articulation as credit bearing and institution to institution. Prior agreements were often secondary teacher to postsecondary teacher and if the teachers left then the articulation was lost. By making the articulation agreements school to school we are hoping to retain the agreements. The state plan is going to require that a determined percentage of your programs have articulation agreements per year of the 5 year plan.

The following table illustrates the timelines for implementation:

% OF PROGRAMS THAT MUST BE ARTICULATED	IMPLEMENTATION DATE
10%	July 1, 2009
20%	July 1, 2010
30%	July 1, 2011
40%	July 1, 2012
50%	July 1, 2013

Articulation Agreements can be one of two types:

◆ Dual Credit

Dual credit exists when a student is enrolled concurrently in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and Community College and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the Community College's permanent record.

◆ Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

[See attachment D](#)

The State plan also requires one enhanced articulation agreement by the FY09 grant year. Enhanced articulation is an articulation that is a systematically planned process linking a secondary career and technical education school program to a postsecondary career and technical education system program. Unlike the articulation agreement which can be institution to institution the enhanced articulation is secondary career and technical education school to postsecondary career and technical education system. The postsecondary articulation will cross all Community Colleges which offer the like career and technical education program. The secondary programs will have to meet the requirements of the Community College system-wide articulation to qualify. Enhanced articulation agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits. By July 1, 2009, one enhanced articulation for each secondary and postsecondary recipient must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate. A student has up to 3 years to take advantage of the postsecondary credits made available under an Enhanced Articulation Agreement. (Dependent upon the timeframe determined in the signed written agreement. Three years is the maximum time allowed.) The 5 year plan will require that 3 Enhanced Articulation Agreements be in place by the end of the 5 grant period.

[See attachment E](#)

More information on Articulation Agreements:

Articulation Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary career and technical education and Community College.

- To provide a smooth transition from secondary career and technical education to Community College education.
- To reduce student and State costs.

Role of the Institutions

The secondary career and technical education centers/regions and Community College campuses are jointly responsible for developing and executing Articulation Agreements. Secondary and postsecondary faculty should partner to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, it is reasonable to reevaluate and update agreements on an annual basis to reflect those changes in the curriculum.

Secondary and college faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop an Articulation Agreement listing the student requirements needed to achieve the articulated credits. Instructors at the secondary and post-secondary levels will meet annually to review course competencies and amend the Articulation Agreement as necessary.

The career and technical education centers/regions and Community Colleges will develop methods of publicizing the Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from articulation, all Community College admissions requirements must be met by the student.

The State will require that a contact/position will be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Agreements, Enhanced Articulation Agreements, and Program of Study Agreements.

Programs of Study Requirement

Programs of Study

Perkins legislation now requires that each Local Recipient develop and implement at least one Program of Study. A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or baccalaureate degree. Programs of study should be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. A program of study may include articulation, but it is not required. At the secondary level, academic rigor is ensured through the connections to Maine Learning Results (MLR) and No Child Left Behind (NCLB) accountability measures. Each secondary and postsecondary institution is required to have 1 program of study by **July 1, 2008**.

More information on Programs of Study

The State of Maine has determined that its programs of study will be planned sequences of courses that integrate high quality core academic knowledge, and are coherent and rigorous in content, aligning challenging academic standards with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. Maine is moving toward incorporating national and State defined standards for determining technical skill content. The connection to future coursework will motivate students to take the courses to ensure

success in postsecondary education and in careers. One intended outcome of a program of study would be the enhanced collaboration among program stakeholders. Programs of study would be supported by signed written agreements and approved by the administrators of the educational institutions. These agreements would be signed annually by the instructors at the secondary and postsecondary levels and the administrators at both levels.

The State will require that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Agreements, Enhanced Articulation Agreements, and Program of Study Agreements.

[See attachments F and G](#)

Professional Development

Professional development language has been strengthened in Perkins IV and is listed in section 135 under required uses of funds. The local plan now has a separate section for professional development. The Act also defines professional development in a more rigorous manner and encourages collaboration with the academic teachers and professional development activities carried out under NCLB.

PROFESSIONAL DEVELOPMENT GUIDANCE

Professional Development activities:

- Are high-quality, sustained, intensive and classroom-focused in order to have impact on classroom instruction.
- Will help teachers and personnel improve student achievement.
- Will help teachers and personnel: stay current with all aspects of an industry; effectively develop rigorous and challenging integrated curricula (jointly with academic teachers, to the extent practicable), develop a higher level of academic and industry knowledge and skills, and effectively use applied learning.
- Promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act (ESEA) of 1965 and the Higher Education Act of 1965. Title II of ESEA prohibits one-day or short-term workshops, unless such workshops and conferences are part of a larger series of professional development activities.
- May include internship programs that provide relevant business experience or programs designed to train teachers specifically in the effective use and application of technology to improve instruction.
- May include initial teacher preparation professional development
- May include teacher development and implementation on CTE and Academic program integration
 - Literacy, Numeracy, Revised MLR's, Collaboration with other federal initiatives
 - Professional Development-technical skill attainment- MDOE and CTE Schools
 - Professional Development-statewide-teacher training-MDOE and CTE schools
 - Teacher Development-retention and recruitment

[See attachment H](#)

Special Populations

A. *Definition (excerpted from Perkins Act 2006).—the term ‘special populations’ means—*

“(A) individuals with disabilities;

“(B) individuals from economically disadvantaged families, including foster children;

“(C) individuals preparing for nontraditional fields;

“(D) single parents, including single pregnant women;

“(E) displaced homemakers; and
“(F) individuals with limited English proficiency.

Special Populations language has always been a part of the Perkins Act. Perkins IV has taken the special population guidelines from “permissive uses of funds” to “required uses of funds” under section 135

- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (9) Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

The local plan guide also requires a grantee to: (section 134)

- (8) describe how the eligible recipient will-
 - (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
 - (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;
- (9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;
- (10) describe how funds will be used to promote preparation for non-traditional fields;

Maine Special Populations requirements:

- All K-12 teachers in Maine must complete a “Teaching Exceptional Students in the Regular Classroom” course as part of the requirements for certification. Maine CTE teachers at each of the regions and centers are included in the Individual Education Plan (IEP) team meetings at the partner sending schools.
- CTE secondary and postsecondary schools are required to follow the guidance provided in *The Maine State Standards of Service for Students Who Are Members of Special Populations*.
- Services for special populations are embedded in all of the categories as integrated components, not as stand-alone programs.

[See attachment I](#)

Technical Skill Assessments

During the Maine Perkins five-year State Plan, the Maine Administrators of Career and Technical Education (MACTE), the Maine Community College System and the Maine Department of Education CTE team will determine appropriate technical skill standards and assessments for CTE students.

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update secondary state standards in program areas for which there are no national standards. The Maine Administrators of Career and Technical Education (MACTE) at the secondary level and the CTE team have been convening groups of CTE content area teachers to discuss national standards and come to agreement on which national standards they are or will be teaching, how those standards will be assessed and determine which assessments are most

appropriate for the secondary level, national assessments or locally developed assessments. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. Discussions will include postsecondary instructors, whenever possible, as most of the standards are too comprehensive to be taught exclusively at the high school level. (SEC. 2. PURPOSE (4)) Maine CTE will continue to seek ways to support the certification of programs and teachers in industry skills standards.

National and State defined skills standards

It is a goal for CTE in Maine to have all CTE students in Maine working toward National and/or State defined skills standards. To accomplish this goal Maine will:

- Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
- Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
- Certify teachers and programs to teach national skill standards
- Research/develop/adopt secondary and postsecondary- technical skills assessment
- Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education

Secondary Technical Skill Assessment

The data from the secondary national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National or third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Secondary student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

Program Approval and Technical Skill Assessment

All secondary CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Secondary Comprehensive School Review and Technical Skill

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed

to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Program Advisory Committees and Technical Skill Assessment

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

Postsecondary Secondary Technical Skill Assessment

The Maine Community College system uses a variety of assessment methods for academic and skill attainment:

1. For programs that have professional accreditation or certification standards for the students, national standards are the basis for assuring that students are acquiring valid and reliable skills. For these programs, the standards are reviewed and confirmed by peer reviews which provide feedback for improvement, if needed. Student success on licensure or certification exams demonstrates that the students have mastered valid material and their success on these exams demonstrates reliability of the learning outcomes.
2. For other programs, assessments are guided by various policies and procedures (e.g., Program Advisory Committees, established in accordance with Policy 306, Program Advisory Committees; Policy 302, Program Reviews; Policy 301, Program Planning and Discontinuance; and Policy 304, and Definition of Units of Credits and the associated Procedures). These policies and procedures are reviewed for reasonableness by the regional accrediting body, New England Association of Schools and Colleges (NEASC), Commission on the Institutions of Higher Education (CHIE) to assure that these are typical relative to peer institutions in the region. This regional accreditation review also looks at college policies and procedures, including student assessment techniques, to assure their reasonableness relative to peer institutions.

The Maine Community College system provides for:

1. Professional development of career and technical faculty assuring that these faculty members are knowledgeable of technical advancements in their field of teaching. These faculty members can then integrate the appropriate information into the curricula to assure that the students are receiving valid and technically current information.
2. Employer surveys are conducted on satisfaction with graduates hired, and graduate surveys are conducted on how well their program of study prepared the graduate for employment in their chosen field.
3. Student success in their studies/graduation after transferring to a baccalaureate program with documented achievement from the receiving institution required to be included in the Transfer Agreement. This is particularly important for CTE students who choose to pursue a baccalaureate program in their major or a closely related field.

Maine will work towards compliance with the federal requirements for Technical Skill assessment. Maine secondary education is in frequent contact with other New England states concerning technical skill assessment.

Accountability-

- ◆ The secondary academic accountability measures are now tied to NCLB for the secondary schools, the Academic Attainment indicator will be determined by Maine's Annual Measurable Objectives (AMOs) from the State ESEA accountability notebook for NCLB. (ESEA, section 1111(b)(2)(G))
- ◆ The secondary graduation rate is now calculated using the National Governors Association definition
- ◆ Technical skill attainment added

These accountability measures and more on student placement, nontraditional participation and completion and student retention and completion at the postsecondary level are all part of the required Consolidated Accountability Report (CAR). Sanctions will be imposed on state and local programs who fail to meet 90% of an agreed upon goal. States and locals that do not meet the requirement will be required to develop and implement an improvement plan. If no improvement is made or the program fails to meet at least 90% of a performance level for 3 years in a row then a portion of Perkins funding could be withheld.

[See attachment J](#)

Perkins IV also requires states to negotiate with locals on the CAR indicators. The Maine DOE will provide the State levels of performance to the eligible CTE schools and postsecondary schools in Maine, and each eligible recipient will either accept those performance levels for itself or will negotiate with the Maine DOE (if secondary) or the MCCS Director of State and Federal Programs (if postsecondary) to develop its own local performance levels. All local levels of performance will be expressed as percentages.

While legislation requires that we negotiate levels with the locals the guidance we have received has indicated that the academic achievement and the graduation rate needs to be consistent with the state agreed upon percentage. They have also indicated that in year 1-5 it the locals will be strongly encouraged to use the state agreed upon percentages in the other indicators also. Maine has developed a negotiation plan and it is attached to these instructions

[See attachment K](#)

Once the levels of performance are agreed upon, each eligible recipient will include the negotiated levels of performance in its local plan. All levels of performance will require the eligible recipient to make continuous progress toward the goal of improving education for CTE students as measured by the core indicators. Each eligible recipient shall identify levels of performance for each of the first two program years covered by the local plan.

Grant recipients are strongly encouraged to use their Perkins funds to reach the agreed upon performance indicators. A consultant from the Maine DOE will be contacting the secondary CTE schools to start the levels of performance agreements.

Compliance

Priority uses of funds

Academic Attainment / Credential, Certificate or Degree (1S1, 1S2, 2P1)

1. Programs of Study
2. Academic and Technical Integration
3. Academic and Technical Rigor
4. Literacy and Numeracy Initiatives
5. Curriculum Development

Placement (5S1, 4P1)

1. Secondary/Postsecondary Articulation (Dual Enrollment, Escrow Credit and Enhanced)
2. Apprenticeship
3. Relationships with Business and Industry
4. CTE Student Career Guidance and Counseling

Services for Special Populations (Maine State Performance Measure – Special Populations)

1. CTE Special Population Student Support
2. Compliance with Maine “State Standards of Service for Special Populations”

Nontraditional Careers (6S1, 6S2, 5P1, 5P2)

1. Nontraditional training
2. Increase Nontraditional Occupation

Completion/Graduation/School Retention and Transfer (3S1, 4S1, 4P1)

1. CTE Student Organizations (Skills USA, DECA, HOSA, FFA, etc.)
2. CTE Student Retention and Transfer
3. CTE Program Development/Enhancement

Collaboration Plan (Maine State Performance Measure – Collaboration)

1. Perkins and CTE Awareness
2. Collaboration with WIA and other Federal agencies

Evaluation (Maine State Performance Measure – Evaluation)

1. Common Program Evaluation Tool
2. Updates to assure CTE Programs are current with Technological Changes
3. Program Advisory Committees
4. School Review (secondary)

Skill Attainment (2S1, 1P1)

1. Skill Assessments
2. Program Technology Improvements

Professional Development Plans

(Maine State Performance Measure – Professional Development)

1. In service and pre service training for CTE staff
2. CTE Faculty stay Current with Industry
3. Faculty Internships that provide relevant business experience
4. Integration of Technology in the classroom
5. Recruitment and Retention of CTE faculty and staff
6. CTE personnel transition from business and industry to education

Accountability

(Maine State Performance Measure – Accountability)

1. State and Local Negotiations
2. Data Structures to meet CARS Measures

Perkins IV State Requirements

- Mandatory program advisory responsibilities
 - PAC meets at least annually
 - Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
 - Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
 - Review current program assessments to ensure that the technical skills required for the program are assessed and have a third party endorsement.
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- Common evaluation tool
 - Maine Department of Education will require that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.
- Exploratory Programs
 - Maine will research the possibility of offering exploratory CTE programs. Interest has been expressed by several schools to offer exploratory programs as part of a sequence of courses. An exploratory CTE program is a CTE program that offers a student a chance to look at several different CTE programs. This exploratory program then becomes a component of a sequence of courses of the related specific CTE programs that are offered for exploration.
- School review- staff contribution by participating Maine review schools
 - Schools that choose to be reviewed using the Maine Department of Education Comprehensive School Review (CSR) process are required to provide a pre-determined percentage of staff per year to participate in the review of other CTE schools. In order to receive Perkins IV funds schools must participate in either a NEASC review or CSR.
- Apprenticeship
 - Secondary-Expand pre-apprenticeship opportunities
 - Require that each secondary CTE school make students aware of Pre-apprenticeship opportunities
 - Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year

- Postsecondary- expand apprenticeship opportunities
 - Require that each Postsecondary CTE school make students aware of apprenticeship opportunities
 - Require that each Postsecondary CTE school have contact with MDOL apprenticeship program representative each school year

Other compliance requirements

- Administration – 5% ceiling-secondary Postsecondary –MCCS office
 - “(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

- Required uses of funds –Perkins Law- section 135

Maine is a small state and the amounts the grantees receive will not cover all of these requirements. It is allowable to use state and local funds to meet the required uses of funds to be eligible for Perkins funding. If a grantee can document compliance with the required uses of funds then permissive uses of funds may be used.

- Cost principles and allowable costs determined by OMB circulars A-87 for secondary CTE schools and A-21 for postsecondary school

[See Attachment L — A-87 – Secondary](#)

[See Attachment M — A-21 – Postsecondary](#)

- Rule of authority – the regulation that is the most rigorous is the document that the grantee needs to comply with. Federal Perkins requirements are the final rule when in doubt.
 - CTSO- student leadership-
 - State Leadership funds can be spent on
 - leadership workshops
 - curriculum development
 - advisors
 - conferences in which the primary purpose is to disseminate technical information
 - support of student CTE organizations that are an integral part of the CTE instructional program
 - funds cannot be spent on
 - social assemblage and social conventions
 - purchase of items for students personal ownership
 - purchase of awards
 - Payment of membership dues
 - Meals, meetings and conferences- costs are allowable if the primary purpose is the dissemination of technical information
 - All travel costs including meals, mileage and lodging must follow the State of Maine guidelines for allowable costs and adhere to the Federal amounts allowed per state and county. Meal and lodging expenses are the per diem rates established by the United

States General Services Administration. Further guidance can be found at www.maine.gov/osc/travel/travelfags.htm.

- Foreign travel- funds cannot be used for foreign travel unless a grantee receives prior approval of the awarding agency- Federal DOE. Each trip requires a separate approval
- Two Project Progress Reports (PPR's) must be submitted to the Career and Technical Education grant manager over the course of the program year. These should outline progress made toward the goals stated in your proposal and toward fulfilling the requirements identified in the grant agreement. The deadlines for submission of PPR's are January 15 and June 30. These forms need to be completed and submitted online on the web based online grant system which can be accessed at www.4pcmaine.org. Failure to submit acceptable PPR's on a timely basis may result in suspension of payments. In addition,
- The department has instituted a cash management system to meet federal regulations regarding limitations on cash-on-hand among recipients of federal funds. Expenditure and cash balance reports will be required on a modified quarterly basis. Further information and forms for this requirement can be obtained from DAFS, Division of Finance. Failure to submit necessary reports on a timely basis for any given grant may result in suspension of all grant payments.
- Expenditures of Title I, Part C funds must be in accordance with the budget approved for this project. Any requests for deviation from that budget that exceed 10% per line category must be approved by the Division of Career & Technical Education prior to expenditure of funds. These forms (Project/Budget Adjustment Report) need to be completed online at the Carl Perkins grant site which can be found at www.4pcmaine.org
- If your approved budget allows for the purchase of equipment in excess of \$500, such equipment must be reflected in a properly maintained inventory of federally funded equipment.
[See attachment N](#)
- The program year runs from July 1 through June 30. All funds must be expended or encumbered by purchase order and/or contract by June 30. At the end of the program year, grant funds must be accounted for in detail on separate forms available on the online grant system. These forms must be completed and submitted by June 30. All unexpended balances must be returned to MDOE.
- No funds for the new fiscal year will be released until all previous progress and year-end reports have been filed and approved and any unexpended balances returned.
- Supplanting- Federal funds are to be used to supplement, improve or increase the quality of CTE services. Funds shall not be used to cover costs previously funded with state or local funds.

SEC. 311. FISCAL REQUIREMENTS.

“(a) SUPPLEMENT NOT SUPPLANT.—Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities.

- Funds cannot be used to serve students under grade seven
“SEC. 315. LIMITATION FOR CERTAIN STUDENTS.
“No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.

- Grantees must sign comply with the assurances that are a part of the grant application.

Attachment O

Online Grant

The online application system has been developed to ensure that all required aspects of the Perkins grant application are addressed. The system will guide you in providing all the required information in Section 134.

Things to Remember:

- The blue bar is your link line
- Make sure you are in the right grant year, as FY08 will automatically come up
- You enter your data on the data entry page
- After you've entered your data, go to the submission page link to go into the submission page menu
- To submit, you need to go to the bottom of each section and click submit and enter your PIN number
- An e-mail will be sent to your superintendent to certify your grant. When your superintendent certifies your grant application, it will then be forwarded to MDOE

Attachment P

Allowable uses of Perkins funds

- ◆ Perkins IV Act
 - Required uses of funds (section 135)
 - strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs
 - link CTE at the secondary level and postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122I(1)(A);
 - provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 - develop, improve, or expand the use of technology in career and technical education, which may include—

- training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;
- providing CTE students with the academic and career and technical skills that lead to entry into the technology fields
- encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs
- provide professional development programs that are consistent with section 122 including in-service and pre-service training on
 - effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable;
 - effective teaching skills based on research that includes promising practices;
 - effective practices to improve parental and community involvement; and
 - effective use of scientifically based research and data to improve instruction;
 - support of education programs for teachers of CTE to ensure that such teachers and personnel stay current with all aspects of an industry;
 - internship programs that provide relevant business experience; and
 - programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- provide services and activities that are of sufficient size, scope, and quality to be effective; and
- provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Attachment Q

- PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
 - to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs
 - to provide career guidance and academic counseling for students participating in career and technical education programs
 - to provide programs for special populations;
 - to assist career and technical student organizations;
 - for mentoring and support services;
 - for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
 - for teacher preparation programs that
 - address the integration of academic and career and technical education

- assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs
- to provide activities to support entrepreneurship education and training;
- for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study
- courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree
- to develop and support small, personalized career-themed learning communities
- to provide support for family and consumer sciences programs;
- to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
- to support training and activities (such as mentoring and outreach) in non-traditional fields;
- to provide support for training programs in automotive technologies;
- to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives listed in section 135 (19)
- to support other career and technical education activities that are consistent with the purpose of this Act.

Attachment R